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INTRODUCTION TO THE USE OF STANDARD TESTS. By Sidney L. Pressey and Luella C. Pressey. World Book Company, Yonkers, N. Y., 1922. Pp. VI+263.

"The Presseys have published a new test." During the past few years one has expected to hear such an announcement frequently, but now it is a *book* rather than a test. The introduction states that "the manual is intended as an introductory handbook in the use of tests. The effort has been, throughout, to suit the book to the needs of the busy teacher, principal, or super-intendent."

As a handbook of directions for giving specific tests, this volume is practically useless. There are very extensive general discussions, apparently intended to introduce the idea of testing to the "busy teacher," but in almost no case would the average teacher feel that she had a speaking acquaintance with the test after the introduction. It is a book *about* tests. It seems that the writers have preferred to gossip about these mysterious strangers, whom they know so well, rather than take the chances involved in allowing them to speak for themselves.

As a discussion of the principles of educational measurements, the book has some merit. It is not, however, a great contribution to knowledge in this field, and it contains no fundamental interpretation of the educational measurements movement. The effort

seems to center on an attempt to tell and retell the "busy teacher" that she ought to measure the results of her work, and that there are tests for just that purpose. Even the tests mentioned seem not to have been selected with any uniform criteria of value in mind. The reader will be thoroughly convinced, however, that the writers believe in tests.—M. R. T.

THE EDUCATIONAL VALUE OF THE HOME

(Continued from page 227)

in nothing perhaps is our present system of education failing so greatly as in moral outcome.

To train parents to become efficient teachers of their children is a herculean task, but with patience and persistence it could be accomplished. A long time might be required to attain the goal, but it certainly ought to be done unless we are supinely to admit that one of our most fundamental agencies of education shall remain entirely neglected. If the helpful collaboration of parents with teachers could be secured under the present regime of things, many burdened teachers would be relieved from the painful anxiety in relation to backward students. It would make possible a finer quality and enlarged quantity of mental accomplishments in the schools which is certainly greatly to be desired.

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